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THE NEEDS OF THE YOUNG TEACHER—IN COLLEGE¹

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I

In dealing with the subject "What Courses in College Will Make the Most Efficient and Successful Teacher of Secondary Latin?" I realize that many of the courses which I shall suggest may seem to be in the province of the secondary schools. However, under present conditions, when colleges admit students who still need drill in the merest fundamentals, the college will best serve the interests of the high school and thereby its own interests by giving the future teacher the opportunity to make up these deficiencies, and requiring that he do so before a teacher's certificate is granted.

That this work may interfere as little as possible with the traditional reading courses of the undergraduate, which must go hand in hand with the courses which I am about to suggest, I should place this fundamental work in a teacher's Latin course which would have to be extended over a period of at least two years. In this course I should include:

1. A study of Latin words. This, especially, may seem to be within the province of the high school, but the young teacher is so hampered by the lack of a usable Latin vocabulary that, amusing as it may seem, she must carefully prepare the portions of the text which her pupils are expected to read at sight. Words are our chief tools. Upon them depends, not only our ability to read, but our power to interpret and gain a richer understanding of literary effects. To my mind there is no greater handicap to the young teacher, no greater obstacle in the way of her success, nothing which dampens the ardor of her ambition, as does the meagerness

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of her Latin vocabulary. The precarious method of thumbing the dictionary for eight years has not proved of great value, and there are few schools (though the number is fortunately increasing) where there has been any systematic effort to build up a usable vocabulary. With the excellent lists of Professor Lodge and Mr. G. H. Browne prepared for our use, there is no excuse for this deficiency, and it should be remedied as early as possible.

In addition to a vocabulary of two or more thousand Latin words, the young teacher needs some knowledge of the basic sense of words, the value of prefixes, and the composition of Latin words. Some knowledge of the history of a Latin word, for example, such as *pecunia* or *nubere*, is often necessary for its understanding; and the differentiation of words one from another, as *totus* and *omnis*, is a study as important as interesting.

2. Along with the study of Latin vocabulary and as an aid to its acquisition there should be in the college course an organized study of English etymology. One of the cogent reasons for studying Latin is that it helps the student to a knowledge of Latin derivatives. Yet we hazard nothing in saying that one utterly ignorant of Latin and Greek could by a judicious use of the lessons in some carefully prepared book on "word-building" learn more of the English derivatives from Latin and Greek roots than from the ordinary college course in the classical languages. The fact is, we stop just short of making our knowledge of Latin words the powerful ally it might be. The young teacher needs to be trained in the value of English prefixes and suffixes, the structure and organism of derived words, the processes of word-building, and reversely, in the analysis of the English derivative into its primitive and its modifying prefix or suffix, and thus in arriving at the primitive meaning of the word.

The absurd mistakes made by teachers not so trained make the course seem well-nigh imperative. If their fundamental knowledge were sufficient, few teachers could resist the romance of words, and the results would be more strikingly noticeable in our students. Here I should like to emphasize the need of a more usable knowledge, catalogued and pigeonholed, not alone in the card indexes and notebooks, but in the recesses of the mind—knowledge which

springs to the lips to meet the unusual situation, and by its very spontaneity increases its value a hundred fold.

3. Latin syntax is usually well taken care of in the universities and colleges. I wonder, however, if enough attention is paid to the needs of the secondary teacher. The young teacher needs first of all a course which will cover the syntax of the high-school authors, its facts and reasons, and secondly a course which takes up the study of Latin syntax historically. Every teacher of secondary Latin needs some acquaintance with Professor Bennett's work, *The Latin Language*. It will assist in many syntactical difficulties and make logical explanations possible.

4. A course in English grammar would prove of immense value to the Latin teacher. The high-school course in Latin rarely includes this study, and therefore the young teacher's only acquaintance with it is gained through the grammar of the graded school. Now she needs the opportunity to review it in the light of her Latin grammar, and familiarize herself with the new terminology recommended by the Joint Committee on Grammatical Nomenclature. "Only by comparisons in kind can grammatical concepts be firmly fixed." An apt comparison with a similar construction in English grammar, or an exposition of differences between the two languages, often makes a difficult Latin construction intelligible. The nominative absolute may be compared in certain respects with the ablative absolute, the gerund with the gerund in English, and the gerundive with the participle which compares with it in the English usage. A knowledge of diagramming also often helps to clarify a long periodic sentence. The young teacher should be prepared to take advantage of these means of surmounting difficult places, and should acquire a ready and systematized knowledge of English grammar in its own form and terminology.

5. Next in the course for the training of teachers I should include a rapid reading of such portions of Caesar's *Gallic War*, Cicero's orations, and Vergil's *Aeneid* as are read in the secondary schools, with the understanding that a wider acquaintance with these authors would be gained simultaneously in the reading courses. I should have these authors read and re-read, if necessary,

until the student is saturated with their thought and language and with the spirit of their times; until the experiences of Caesar in Gaul, of Cicero during the trying days of the conspiracy, and of Aeneas, "about whose heart there must, too, have been the oak and triple bronze," become as familiar to the teacher and rush as spontaneously to her lips as the experiences of her own friends. This is the occasion for putting to use all knowledge that has been previously acquired; Latin vocabulary, syntax, Roman public life, law, religion, mythology, history, geography, philosophy, and what not; for the teacher of secondary Latin needs all this knowledge, and, above all this, wisdom to guide her in its use.

The *Aeneid*, especially, needs interpretation as a great piece of literature. I am afraid that there are few young teachers who can feel with Professor Woodberry that "the *Aeneid* is the greatest single book written by man, because of its inclusiveness of human life, of life long lived, in the things of life. It is the dirge of Rome; majestic in its theme, beautiful in its emotions, sad in its philosophy, it is almost the dirge of life." Yet only by the cultured appreciation and liking for the *Aeneid* on the part of the teacher can any respect for its greatness be transmitted to the students. Too often, on the other hand, the *Aeneid* is prepared and taught by the teacher in artificial divisions of thirty lines a day, a method which precludes all possibility of its greatness being seen. Such methods would never have inspired a Dante, much less a high-school student. If the content of the high-school authors were better understood, we should not hear so much complaint about them; for it seems to me that the subject-matter is not so much to be criticized as the limited knowledge and skill of the teacher.

6. With the foregoing knowledge as a background the young teacher needs some suggestions as to methods of presenting material, and these are given in many universities through the help of the model high school, and in the teacher's training course. The more varied and systematic the teacher's knowledge of the Latin language, its literature, and the books of the great scholars who have worked in these fields, the less will she require ready-made methods. Her own enthusiasm and never-to-be-satisfied curiosity, together with her appreciation of the learner's mind, will supply her with

individual methods far better and more effective than those worked out for general situations. But until this millennium shall have appeared, methods of teaching must hold a prominent place in the teachers' college work.

II

The second division of my paper will outline correlated courses which seem to me especially necessary for the Latin teacher.

1. A course in Roman history is necessary and is always given by the colleges. However, I think its content could be more nicely adjusted to the needs of the Latin teacher. There is probably an administrative problem involved here, which I am not attempting to solve. The course in Roman history for Latin teachers needs to be: first, a history of certain growths, such as the growth of political institutions, the growth of the popular party, and its prominent leaders; secondly, a study of the economic conditions which lay beneath these growths, a study of the system of Roman law and its contribution to modern thought and civilization, the military system and the provincial systems; and thirdly, a detailed study of certain periods, such as the age of Caesar, and Cicero, and of Augustus. Nothing is so helpful in understanding the first of these periods as the reading of Cicero's letters, which should by no means be neglected.

The teacher needs, too, to know the Roman city as it appeared in the days of Cicero, and again in the age of Augustus. It is surprising how vague the picture of Rome is in the mind of any secondary teacher, and how little she can take advantage of her knowledge to visualize the movements of Cicero and his enemies about Rome. Young teachers are also woefully ignorant of the geography of the Roman world. Places whose names are very familiar can be located only indefinitely. To my mind there should be a map of the modern world, at least Eurasia, standing side by side with that of the Roman world of the age of Augustus, so that comparisons might be continually made, and future teachers might learn the modern divisions of the ancient world, the modern names of well-known places, what their history has been, and their importance in the modern world compared with that in the old. Students

are eager to know these things, but young teachers are seldom equipped with the necessary knowledge, and an opportunity which gives splendid results in the way of interest is often lost. Of this latter, Troy is an excellent example, Troy, "whose commanding position, where the trade routes of the Pontus and the Aegean converged, gave it power to exact tribute from all traffic by and through the Dardanelles, and turn to its own use the industry, commerce, and wealth of others."¹ Today Troy has changed its location to Constantinople, and the Allied Powers, as the Greeks of old, realizing the importance of its position, are hoping to besiege its walls.

2. The young teacher needs especially the course in Roman life and customs, which is given in most universities. This course is often accompanied by lantern slides to make its information more vivid, but where this is the case the collateral readings should be made an extremely important part of the course, with quiz periods, where wrong impressions may be corrected and proper emphasis made. Professor Showerman, of the University of Wisconsin, provides all students attending his course with a program of the lectures and the bibliography of the subject-matter. This is especially helpful to the young teacher. Here again I should like to emphasize the importance of a ready knowledge and command of this material, which is too often included in a beautifully arranged notebook, and is unavailable at the moment of its pressing need. Along with the study of Roman life and customs the teacher needs too some information concerning the customs and life of the Gauls.

3. Next, a course in mythology would be invaluable, in which an attempt was made to explain the theories of the origin and elements of myths, the resemblances between the myths of different nations, how they were preserved, and the various questions which puzzle students and teachers alike. The stories themselves are fairly well known, so that the emphasis needs to be placed rather upon the general classifications of the myths, their interpretation, the essential attributes of the characters, and their representations in painting and sculpture. Interest in art is becoming more general and more serious in this country. The proper understand-

¹ Mr. Leaf, *Troy*.

ing of much that is best in all forms of art depends upon a knowledge of classical mythology. This knowledge and appreciation should be acquired in college. This is a splendid time to start the laboratory equipment of the young teacher by requiring her to collect copies of these works of art and to become familiar with their history.

4. While Roman religion, Roman mythology, and Roman life and customs overlap and can scarcely be separated, yet each in itself furnishes a rich field for investigation. Roman religion, in particular, is a highly technical subject and calls for special knowledge as well as training in Roman institutions generally. The young teacher needs to know, in a general way, the nature of the primitive Roman faith, its growth and changes, the gradually decreasing faith in the gods and the decay of outward practices of religion, and then the restoration of ancient forms by Augustus, in which Vergil played so large a part. And in a detailed way she needs to know religious ceremonials, ritual, and observances. She must understand the idea of the "indwelling power," without which the story of the Wooden Horse is grotesque; the worship of the dead, their reappearance on earth, and their interest in human affairs, to explain the empty tomb to which Andromache brings her annual offerings, and the ideas of spiritual life after death which inspired the sixth book of the *Aeneid*. These are but a few examples of the many scenes which are void of meaning without a special knowledge of the religious feeling which developed them.

5. Obviously the Latin teacher should know Greek and study its masterpieces in the original. The facts, however, show that a large number of Latin teachers not only have not studied Homer and the Greek dramatists in the original but have not even studied them in translation. I know many a Latin teacher who has never read the *Odyssey* in its entirety, although she is superficially acquainted with its content because of the abundance of comparisons made between the stories of the *Aeneid* and the *Odyssey*. She should have the opportunity in college to read the *Iliad* and the *Odyssey*, Euripides' *Trojan Women*, *Hecuba*, and *Iphigenia among the Taurians*, Sophocles' *Antigone*, and others which throw abundant light upon the *Aeneid*.

6. With these as a foundation she needs to know much more surely than she now does the works of subsequent writers who have been influenced by the ancient writers. She needs to know Dante, whose works, Mr. Myers says, "next to Vergil's own poems are the most important aid to his right comprehension. The exquisite truth and delicacy of Dante's conception of his great master become more and more apparent if the two are studied in connection."

After Dante I should have the young teacher study Milton's greater works, Spenser's *Faerie Queene* (for his quaint adaptations of Vergilian scenes), and then selected poems from a large number of other writers in English, such as Tennyson, Shelley, and Longfellow.

7. I have not touched upon the most important part of the course of the Latin teacher, that is, the reading in the original of the works of many authors. Some authors are more valuable to the high-school teacher than others, but by the study of any group of masterpieces she will come to know better Roman life, thought, and history. It seems to me that the young teacher will find particularly interesting and useful Cicero's letters, his *De senectute* and *De amicitia*, Sallust's *Catiline*, a few of Nepos' *Lives*, Livy's *History of Rome* (preferably the first books), the last six books of Vergil's *Aeneid*, with perhaps the *Eclogues*, and Horace's *Odes* and *Satires*.

I know that many colleges, while fully recognizing the lack of adjustment between the courses which they offer and the direct needs of the secondary teacher, think that it is not in the province of the university to adapt its work to practical ends, and that the adjustment can be made by anyone who has sense and ability enough to be in the occupation of teaching. Although this may be true, yet several years are needlessly lost in the process of adjustment.

If many of the courses which I have suggested seem superficial, I can say that these were my needs, and are today the needs of many young teachers with whom I have come in contact.